

The Implementation of Microteaching in Improving the Teaching Competence of Islamic Education Students

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Abstract. This study aims to analyze the implementation of microteaching, the teaching competence of Islamic Education (PAI) students, and the role of microteaching in improving students' pedagogical competence. This study uses a qualitative approach with a descriptive research design. The research was conducted at the Darul Ulum Islamic Center Sudirman University (UNDARIS) Ungaran Islamic Education Bachelor's Degree Program with 30 students who took microteaching courses and lecturers as research informants. Data collection techniques were carried out through observation, interviews, and documentation. Data analysis used an interactive analysis model that included data reduction, data presentation, and drawing conclusions, while data

validity was carried out through source triangulation and technique triangulation. The results showed that microteaching implementation was carried out through three main stages, namely, learning planning, teaching practice, and reflection and evaluation of learning. The teaching competence of Islamic Education students in microteaching practice showed considerable improvement, especially in terms of mastery of material, ability to open and close lessons, and use of learning methods. However, students' ability to manage the classroom and utilize learning media still needed improvement, indicating that further training and support in these areas are essential for enhancing their overall teaching effectiveness. This study also indicates that microteaching plays an important role in improving students' pedagogical competence through a teaching practice process accompanied by continuous feedback and reflection. Thus, microteaching is an effective means of preparing students as professional and competent prospective Islamic Education teachers.

Introduction

The professional competence of teachers in carrying out the learning process greatly influences improvements in the quality of education. Professional teachers are not only required to master the learning material but also to have adequate pedagogical competence in designing, implementing, and evaluating learning effectively. In the context of higher education, especially in teacher education programs, the development of teaching competence in prospective teachers is an important part of the education professional shaping process. One form of learning designed to train students' basic teaching skills is through microteaching practice. Microteaching is a teaching training method conducted on a small scale with limited time and fewer students, allowing prospective teachers to practice basic teaching skills in a more focused manner. Through microteaching practice, students can develop various pedagogical skills such as opening lessons, explaining material, managing classrooms, using learning media, and conducting learning evaluations (Susanto, 2022; Suryadi & Widodo, 2023).

In the development of education in the era of digital transformation and the implementation of the Merdeka Belajar (Freedom of Learning) policy, the demands on teacher competence are becoming

increasingly complex. Teachers do not only play the role of conveying material but also act as facilitators, motivators, and mentors in the student-centered learning process. This situation requires educational institutions to prepare prospective teachers who have adaptive and innovative teaching skills. Microteaching is one strategy that can bridge the gap between the educational theory that students learn in lectures and the actual practice of teaching in the classroom. Microteaching activities provide students with the opportunity to conduct systematic learning simulations accompanied by observation, reflection, and feedback from lecturers and fellow students. Therefore, microteaching can be an effective means of improving the readiness of prospective teachers before they implement their field experience in schools (Rahman, 2021; Fitriani & Ningsih, 2024).

Various research shows that microteaching practices have a significant contribution to improving the teaching competence of prospective teachers. Research conducted by Hidayat (2021) shows that microteaching can improve students' basic teaching skills, especially in the aspects of opening and closing lessons, providing explanations, and managing learning interactions. Another study conducted by Lestari and Kurniawan (2022) found that microteaching activities can increase students' confidence in teaching practice and help students understand more effective learning strategies. In addition, a study conducted by Prasetyo and Wulandari (2023) also shows that reflection-based microteaching can improve students' ability to design systematic learning that is oriented towards the needs of learners. Recent research also reveals that microteaching improves pedagogical skills and shapes students' professional attitudes as prospective educators through a process of self-evaluation and continuous improvement (Arifin & Mulyadi, 2024; Setiawan, 2022).

Although various studies have examined the effectiveness of microteaching in improving students' teaching skills, most of these studies still focus on teacher education programs in general and have not specifically examined its implementation in Islamic Education (PAI) students. In fact, PAI students have different competency characteristics compared to prospective teachers in other fields of study. Islamic Education teachers are not only required to have pedagogical competencies but also the ability to instill religious, moral, and character values in students through effective and contextual learning processes. Therefore, microteaching practices for PAI students need to be designed more comprehensively so that they can integrate mastery of Islamic material with pedagogical skills in learning (Nasution, 2021; Hamzah & Karim, 2023).

Based on the results of pre-research conducted on students of the Islamic Education Bachelor's Program at Darul Ulum Islamic Center Sudirman University (UNDARIS) Ungaran, it was found that there were still several obstacles in the microteaching practice carried out by students. Initial observations of 30 students who took microteaching courses showed that around 60% of students still had difficulty managing classes and developing varied learning methods, while 55% of students were not yet able to make optimal use of learning media, and around 50% of students still lacked confidence in delivering material in front of the class. In addition, preliminary interviews with lecturers teaching microteaching courses showed that some students still tend to use lecture methods dominantly and have not fully implemented interactive and student-centered learning strategies, which limits their ability to engage students effectively and develop essential teaching skills. These conditions indicate that microteaching practices still need to be studied in more depth so that they can become an effective means of improving the teaching competence of prospective Islamic Education teachers. Based on this description, research on the implementation of microteaching in improving the teaching competence of Islamic Education students is important to conduct. This research is expected to provide a more comprehensive overview regarding the implementation of microteaching among students of the UNDARIS Islamic Education Bachelor's Program and its contribution to improving the pedagogical competence of students as prospective teachers. In addition, the results of this research are expected to serve as a reference for the development of a more effective microteaching learning model in preparing professional and competent prospective Islamic Education teachers.

Method

This study uses a qualitative approach with a descriptive research design that aims to describe in depth the implementation of microteaching in improving the teaching competence of students in the Islamic Education (PAI) Bachelor's Degree Program. A qualitative approach was chosen because this study seeks to understand the phenomenon of microteaching learning contextually through experiences, activities, and interactions that occur during student teaching practice. This approach allows researchers to obtain

comprehensive data on the microteaching implementation process and its impact on the development of students' pedagogical competencies (Creswell & Creswell, 2021; Sugiyono, 2022).

The research was conducted at Darul Ulum Islamic Center Sudirman University (UNDARIS) Ungaran's Bachelor of Islamic Education Study Program. The research subjects were students who participated in the microteaching course and the lecturers who taught the course. Research informants were selected using purposive sampling, which is the deliberate selection of informants based on the consideration that they were directly involved in the implementation of microteaching practice. In this study, the informants consisted of students who participated in microteaching practice and lecturers who had experience in guiding student teaching practice.

Data collection techniques were carried out through observation, in-depth interviews, and documentation. Observations were conducted to directly observe the microteaching process, including basic teaching skills such as opening lessons, explaining material, using learning methods, classroom management, and the ability to close lessons. In-depth interviews were conducted with students and lecturers to obtain more in-depth information about their experiences, obstacles, and perceived benefits in implementing microteaching. Meanwhile, documentation was used to supplement the research data, such as student learning tools, microteaching practice assessment sheets, and photos or recordings of learning activities.

Data analysis in this study used an interactive analysis model consisting of three stages, namely data reduction, data presentation, and drawing conclusions. Data reduction was carried out by selecting and focusing on data relevant to the research objectives. Next, the data is presented in the form of a narrative description to make it easier for researchers to understand the patterns that emerge from the research results. The final stage is drawing conclusions, which is done gradually based on the results of the interpretation of the analyzed data (Miles, Huberman, & Saldaña, 2020).

To ensure data validity, this research used source triangulation and technique triangulation. Source triangulation was carried out by comparing data obtained from students and lecturers who taught microteaching, while technique triangulation was carried out by comparing data from observations, interviews, and documentation. In addition, the researcher also conducted member checking with informants to ensure that the data obtained was in accordance with the actual conditions. Thus, the research results are expected to have a high level of validity and credibility in describing the implementation of microteaching in improving the teaching competence of Islamic Education students.

Result and Discussion

1. Implementation of Microteaching in Islamic Education Students

The results of the study indicate that the implementation of microteaching in students of the Islamic Education Bachelor's Program at Darul Ulum Islamic Center Sudirman University (UNDARIS) Ungaran was carried out through three main stages, namely lesson planning, teaching practice, and reflection and evaluation of learning. This study involved 30 sixth-semester students who took microteaching courses and two lecturers as teaching practice supervisors.

In the learning planning stage, students were required to develop learning tools, including a lesson plan (RPP), learning objectives, learning methods, learning media, and learning evaluation instruments. Based on the analysis of the students' learning documents, most students were able to systematically develop learning tools. However, some students still had difficulty formulating learning indicators and determining teaching methods that were appropriate for the characteristics of Islamic Religious Education material.

Table 1. Students' Ability to Develop Learning Tools

No	Aspects Assessed	Number of Students	Percentage
1	Systematically developing lesson plans	24	80%
2	Formulating learning objectives	22	73%
3	Determining learning methods	21	70%
4	Preparing learning media	19	63%
5	Developing learning evaluations	23	77%

The data shows that students' ability to design learning is in the fairly satisfactory category, although the use of learning media still needs to be improved.

During the microteaching stage, students conducted a 15–20-minute learning simulation with peers acting as students. In this practice, students attempted to apply basic teaching skills such as opening the lesson, explaining the material, using learning media, and closing it. Microteaching also provided students

with the opportunity to try various learning methods such as group discussions, question and answer sessions, and presentations.

The final stage is reflection and evaluation of learning. After the teaching practice is complete, the lecturer and other students provide feedback on the learning practice that has been carried out. This reflection process helps students understand the strengths and weaknesses of their teaching practice so that they can improve their learning strategies in the next practice.

2. Teaching Competence of Islamic Studies Students in Microteaching Practice

The teaching competence of Islamic Studies students in this study was analyzed based on several aspects of basic teaching skills, namely the ability to open a lesson, mastery of material, use of learning methods, use of learning media, classroom management, and the ability to close a lesson.

Table 2. Results of Student Teaching Competency Assessment in Microteaching

No	Teaching Competency Aspect	Good	Fair	Poor
1	Opening the lesson	21	7	2
2	Mastery of material	22	6	2
3	Learning methods	18	9	3
4	Use of learning media	19	8	3
5	Classroom management	17	10	3
6	Closing the lesson	20	8	2

Based on the table, it can be seen that most students have good skills in opening, closing, and mastering learning materials. However, students' skills in managing the classroom and using varied learning methods still need to be improved, indicating a gap in their overall teaching effectiveness that could hinder their ability to engage students fully during lessons.

The research findings show that microteaching provides an important learning experience for students in developing learning communication skills. Students learn how to deliver learning materials systematically, ask questions of the students, and manage learning interactions effectively. These skills are an important part of the pedagogical competencies that prospective Islamic Education teachers must have.

In the context of Islamic Religious Education, students' teaching competence is not only related to the ability to deliver teaching materials but also the ability to instill Islamic values in students. Therefore, Islamic religious education students need to have good pedagogical skills so that the learning process is not only informative but also capable of shaping their character.

3. The Role of Microteaching in Improving the Pedagogical Competence of Islamic Education Students

The results of the study indicate that microteaching has a significant role in improving the pedagogical competence of students in the Islamic Education Study Program at UNDARIS. Through microteaching practice, students have the opportunity to practice basic teaching skills directly in a simpler and more controlled learning situation.

Microteaching activities enable students to integrate the learning theories they have acquired in lectures with actual learning practices. Students learn how to plan lessons, manage learning activities, and evaluate learning outcomes systematically. This process helps students understand more concretely how the learning process is carried out effectively.

In addition, microteaching also plays a role in boosting students' confidence in teaching. Based on interviews with students, most of them stated that microteaching helped them reduce their nervousness when speaking in front of the class. Repeated teaching practice provides students with the opportunity to improve their learning communication skills and build confidence as prospective teachers.

Reflection and feedback activities conducted after teaching practice are also important factors in improving students' pedagogical competence. Through feedback from lecturers and peer colleagues, students can identify various weaknesses in their teaching practice. The reflection process encourages students to improve their learning methods, use of learning media, and classroom management strategies.

Thus, microteaching not only serves as teaching practice but also as a reflective learning process that allows students to develop their pedagogical competence gradually through practice, evaluation, and continuous improvement.

Based on the research results, the following research findings model on the role of microteaching in improving the pedagogical competence of Islamic Education students was obtained:

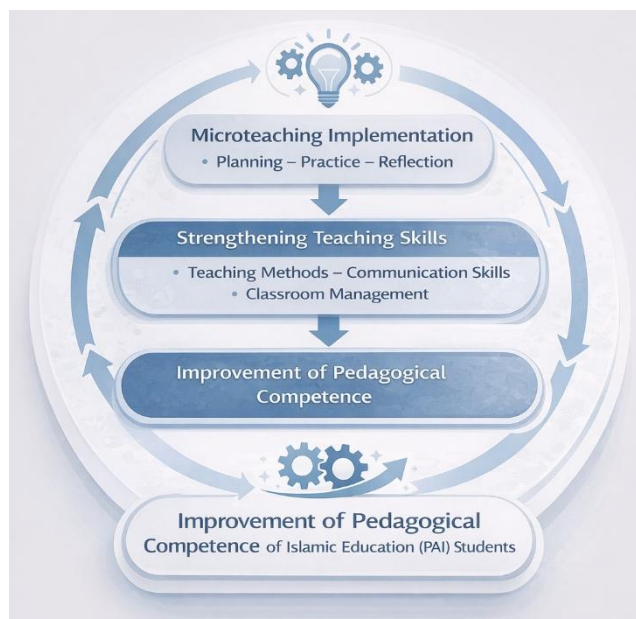


Figure 1. Research Findings Model Scheme

The model shows that the implementation of microteaching contributes directly to improving students' pedagogical competence through a learning practice process accompanied by continuous reflection and evaluation.

Conclusion

Based on the research results, it can be concluded that the implementation of microteaching in the Islamic Education Bachelor's Program at the Darul Ulum Islamic Center Sudirman University (UNDARIS), Ungaran is carried out through systematic stages, namely lesson planning, teaching practice, and reflection and evaluation of learning. Through these stages, students had the opportunity to design learning tools, conduct learning simulations, and reflect on their teaching practices. This process enabled students to integrate the theoretical knowledge they had acquired in lectures with real learning practices, making microteaching an effective tool in preparing students to become professional teachers.

The results of the study also showed that the teaching competencies of Islamic Education students improved through microteaching activities. This improvement was seen in various aspects of basic teaching skills, such as the ability to open a lesson, mastery of material, use of teaching methods, classroom management, and the ability to close a lesson. However, some students still need to improve their ability to use a variety of teaching methods and utilize more innovative learning media, which is crucial for engaging students and enhancing the learning experience. Therefore, microteaching practices need to be continuously developed so that students have more comprehensive and adaptive teaching skills in line with advancements in learning.

In addition, microteaching has an important role in improving the pedagogical competence of Islamic Education students. Through a learning cycle that includes planning, practice, feedback, and reflection, students can identify weaknesses in their teaching practices and make continuous improvements. This process not only improves students' teaching skills but also builds their confidence and readiness to teach in real classrooms. Thus, microteaching is an important component in teacher education that contributes to the development of pedagogical competence and professionalism among Islamic Education students.

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